

Name: _____ Date: _____ Per: _____

EXTENDED Schaffer Paragraph Worksheet

Grading rubric:

EXTENDED Schaffer Paragraph Rubric	Score
Topic Sentence (TS) clearly ANSWERS the prompt; written in complete sentence.	
Concrete Details (CD) are both examples from the text that support the topic sentence; starts with a transition (for example, to explain, et cetera).	
Direct Quotes (DQ) are specific quotes from the text; they are written in MLA format and connect to concrete detail and topic sentence.	
Commentary (CM) sections are TWO SENTENCES LONG each (at least); the first sentence EXPLAINS the quote and provides context; the second sentence explains how the example proves the point—should explain how the DQ shows the theme.	
Concluding Sentence (CS) clearly sums up the paragraph and restates the TS using different words.	
Grammar —Paragraph is written in THIRD PERSON. All sentences are complete and beautifully written. There are no errors that may distract the reader.	
TOTAL POINTS	

Transitions Examples

To start off TS:
First, Second, Third, To begin, To continue, In addition, Finally, Last, To start, To finish

Intro CD #1:
To explain, For example, To illustrate, To elaborate, For instance, In fact, Specifically, Indeed, To expand

Intro to CD #2:
In addition, Also, Furthermore, Moreover, To further explain, To continue,

Intro DQ #1 and DQ #2:
The text states, As the text illustrates, As _____ explains, As the author says, The text clearly says, As the text elucidates,

Introduce elements of CM:
This is important, because... This example shows... This clearly demonstrates... The author implies that...
A reader can infer that....

Intro CS:
Thus, In conclusion, In summary, To conclude, Finally, To finalize,

PROMPT: _____

<p>TS (1 sent) -Direct response to prompt</p>	
<p>CD 1 (1 sent) -1st example from text supporting TS; written in own words -begin with transition</p>	
<p>DQ 1 (1 sent) -Quote from text supporting CD 1 -MLA</p>	
<p>CM 1 (2-4 sent) -explain DQ1 & give context break it down—what the author implies or what readers can infer connect it to your TS and explain HOW this example proves your point</p>	
<p>CD 2 (1 sent) --2nd Example from text supporting TS; written in own words -begin with transition</p>	
<p>DQ 2 (1 sent) -2nd quote from text supporting CD 2 -MLA</p>	
<p>CM 2 (2-4 sent) -explain DQ2 & give context break it down—what the author implies or what readers can infer connect it to your TS and explain HOW this example proves your point</p>	
<p>CS (1 sent) -restates TS with different words and/or further emphasize TS</p>	